

**Davyhulme Primary School**  
**Year 3**  
**Long Term Planning 2025-2026**

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
<b>Novel</b>	<b>Stone Age Boy</b>		<b>Wolves in the Wall</b>		<b>Tin Forest</b>	
<b>Values</b>	<b>AMBITIOUS</b>	<b>AMBITIOUS</b>	<b>CARING</b>	<b>CARING</b>	<b>COLLABORATIVE</b>	<b>COURAGEOUS</b>
	Patience	Quality/ challenge	Appreciation	Friendship/ Thoughtfulness	Respect/ Co- operation/ Tolerance	Trust/ Honesty
<b>Mathematics (White Rose Maths)</b>	Number and Place value Number-Addition and Subtraction	Number-Addition and Subtraction Multiplication and Division	Multiplication and Division Measurement - Length and Perimeter	Fractions Mass/ Capacity	Fractions Money Time	Geometry –Properties of shape Statistics
<b>English (Writing)</b>	<b>Poetry:</b> Jane Consodine Boomtastic skills Autumn is Here Winter is Here	<b>Mary Anning</b> recount (Science link Rocks) <b>Text: Stone Age Boy</b> Post card /diary entry	<b>Text: The King who Banned the Dark.</b> Poetry, article, narrative	<b>Text: The Tin Forest.</b> (Power of Reading) Letter (Science link- plants)	<b>Instruction Text</b> How to grow a plant from a bean. (Science link) <b>Egyptian Cinderella</b> Fiction story writing (History link)	<b>Non Chronological report</b> Ancient Civilisations /Egyptians (History link)
<b>Science</b>	What do Scientists do?	What can I find out about Rocks, Fossils & Soils?	How does light affect things?	How do Forces & Magnets work?	How do Plants Grow?	How do we stay Healthy? (Health & Movement)
<b>Geography</b>			<b>The United Kingdom</b> Geographical regions – human	<b>Changes to the landscape and use of land in the United Kingdom</b>	<b>1)The importance of rivers to the earliest settlements in the UK(&amp;the 4 ancient civilisations)</b>	

			and physical characteristics, hills, mountains & coasts of the UK	Understanding land use and patterns and how these have changed over time.	<b>2) Studying different types of coastlines around Britain and Coastal process</b>	
<b>History</b>	Who first lived in Britain? <b>Stone Age to Iron Age</b>	Who first lived in Britain? <b>Stone Age to Iron Age</b>			<b>Ancient Civilisations including in depth study of Ancient Egypt</b> The achievements of the earliest civilisations: Ancient Sumer, The Indus Valley and the Shang Dynasty and Egyptians.	<b>Ancient Civilisations including in depth study of Ancient Egypt</b> The achievements of the earliest civilisations: Ancient Sumer, The Indus Valley and the Shang Dynasty and Egyptians.
<b>Art Skills &amp; Techniques</b>	Drawing and sketchbooks	Print, collage and colour	Working in three dimensions	Paint, surface and texture	Working in three dimension	Collaboration and community
<b>Art: Activity</b>	<b>Cave Paintings Gestural Drawing with Charcoal</b> Making loose, gestural drawings with charcoal.	<b>Working with shape and colour</b> “Painting with Scissors”: Collage and stencil in response to looking at artwork.	<b>Telling Stories through drawing and making</b> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	<b>Cloth, Thread, Paint</b> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	<b>Making animated drawings</b> Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.	<b>Using natural materials to make images</b> Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype.

<b>Art:Artist</b>	Heather Hansen, Laura McKendry, Edgar Degas	Henri Matisse, Claire Willberg	Rosie Hurley, Inbal Leitner, Roald Dahl, Quentin Blake	Alice Kettle, Hannah Rae	Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber	Frances Hatch, Anna Atkins
<b>Art: Materials</b>	A2 sugar paper, A4 paper for 'pallets', willow charcoal, erasers, hairspray (for fixing), white chalk. Project 1: Drawing by torchlight – Torches, small toys/objects, charcoal.	Soft B pencils, coloured pencils, oil/chalk pastels, A3 or A2 sugar or cartridge paper, collage papers, PVA glue, scissors. Option 1: Monoprinting with Carbon Paper – Carbon paper, sharp pencil or pen, oil pastels. Option 2: Explore Stencils – Card, oil pastels, scissors. Option 3: Screenprinting mesh, water-based printing ink, tray, acrylic printing medium, scrap card for squeegee, embroidery hoop (optional), newsprint.	Soft B pencils, coloured pencils, oil/chalk pastels, handwriting pens, A3 or A2 cartridge paper. Option 1: Modroc or Clay Characters – Newspaper, masking tape, modroc, air dry clay, acrylic or ready mixed paint, brushes, trays. Option 2: Plasticine Characters – A3 cartridge paper, modelling plasticine, constructed materials, corrugated card circles. Option 2: Flying MinPin Characters – Air dry clay, wire, A4 or A3 cartridge paper, tissue	Soft B pencils, coloured pencils, handwriting pens, Calico or other neutral fabric cut into A4 or smaller rectangles, acrylic or poster paint, brushes, card for palettes, sewing thread, needles. Volcano option: Large canvas sheet, white emulsion paint, acrylic or ready mixed paint, materials to create texture	Soft B pencils, coloured pencils, handwriting pens, white and/or corrugated card, paper fasteners for moving joints, kebab sticks, masking tape, ready mixed paints, scissors. (For shared background drawing) Black ink in pots, feathers cut as quills, black handwriting pens, Sharpies, pencils, roll of paper.	Soft B pencils, coloured pencils, oil/chalk pastels. Option 1: Cyanotypes – 'Sun paper', found objects or natural forms. Option 2: Primal Painting – Foraged plants or vegetables, rolling pins for mashing, paper brushes. Option 3: Anthotypes – Plants, leaves, spices, rolling pins/masher, bowls, jars, water, fine sieve/coffee filter, watercolour paper, brushes, picture frame/clear perspex, flat object, such as pressed flowers

			paper, feathers, PVA glue. Option 3: James and the Giant Peach Literacy Garden – assorted construction materials.			
<b>Design Technology</b>		Moving Monsters		Egyptian Collars		Constructing a Castle
<b>Music</b>	Harvest Festival	Harvest Festival	Charanga Action Songs Ancient Egypt You've Got a Friend	Charanga - The Dragon Song	Charanga – Bringing Us Together	Charanga – Reflect, rewind and replay
<b>P.E</b>	Gymnastics 1 Stretch and Curl	Gymnastics 2 Linking Skills Together	Dance- The Egyptians	Target Games Health Related Fitness	Football Games – Rounders / Tennis	Athletics Games – Rounders
<b>MFL</b>	<b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger	<b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and	<b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music,	<b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music,	<b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)?	<b>French:</b> Can I develop my Oracy and Literacy skills? Intercultural Understanding: can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and

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<b>RE</b>	What might Hindus learn from the story of Rama and Sita and the celebrations of Diwali? (KS1 unit)	Does praying at regular intervals help Muslims in their everyday lives?	Could Jesus heal people? Were these miracles or is there some other explanation?	What do some deities tell Hindus about God?	How does celebrating Shavuot help Jewish children feel closer to God?	Does completing a pilgrimage make a person a better Muslim?
<b>Computing</b>	Using Seesaw	Programming a Game	Creating an Animation	Alerting Digital Media	How Things Work incl AI	Publishing Online Content
<b>PSHCE (Jigsaw)</b>	<b>BEING IN MY WORLD</b> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	<b>CELEBRATING DIFFERENCE</b> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliment	<b>DREAMS AND GOALS</b> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes	<b>HEALTHY ME</b> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	<b>RELATIONSHIPS</b> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others	<b>CHANGING ME</b> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

			Managing feelings Simple budgeting		Awareness of how other children have different lives Expressing appreciation for family and friends	
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